New York City School Library System Office of Library Services

Exploratorium – May 18, 2011 NYC Department of Education

**Title:** Book Club on a Budget

**Audience level**: Middle

**Presenter:**

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**Description, Goals, Intended Outcomes:**

Book Club on a Budget describes how to create, plan, and manage a successful book club. Our goal is to engage students in higher level discussions about text and to increase additional enthusiasm around reading.

**Process to Develop and Implement this Project:**

\* Collaborate with staff

\* Student Selection/Commitment

\* Select a book

\*Plan meeting format and activities

\*Conduct regular meetings

\*Plan celebrations

**Budget:** Minimal

**Timeline:** This book club has been on-going for two years.

**Evidence of Outcomes, Possible Adaptations, Lessons Learned:**

EVIDENCE OF OUTCOMES

\*Observation of discussion

\*Book talk between students

\*Enthusiasm for book club related activities

\*Book club waiting list

ADAPTATIONS

\*The book club can be adapted to any budgetary, scheduling, and learning needs of the students and school. Make changes that work for you and your students.

LESSONS LEARNED

Reliability is key. We believe students continue to be a part our club because we avoid canceling meetings if at all possible and provide a routine. Adaptations thought to be detrimental can actually have positive effects. For example, discussion became richer when we were required to read aloud as a group.

**Common Core State Standards addressed:**

Throughout the year, our book club addresses the reading Standards for Literature (standards 1-11).

**Skills taught:**

From the New York City School Library System Information Fluency Continuum.

Standard 2 – Reader/Viewer Response and Expression – Grades 6-8

\*Connects text to personal experiences and prior knowledge.

\*Creates personal meaning by reading with a critical eye.

\*Recognize how characters change.

\*Identify and discuss theme of stories, using evidence to support opinions.

\*Draw conclusions based on evidence in the text.

\*Compare and contrast different media representations of the same stories.

\*Share information and literary analysis through discussions.

\*Creates and share reading experiences and responses in a variety of ways and formats.

**Assessments:** As this is an informal instructional environment, informal assessments were utilized. Students understanding of content often manifested in their successful completion of activities. Higher level thinking skills were apparent while observing student discussion of text.

**Resources Used:**

\*Books

\*Art/office supplies

\*Visit: <http://bookclubonabudget.wikispaces.com/> for documents you can use to start your own book club!